

Student File Form

SF

Student _____ Teacher _____ Monitor _____ Student _____
 School _____ ID/SAIS _____ DOB _____ School _____
 No. _____

Citation	I-O-U	Description	Citation	I-O-U	Description
II.A.1	_____	Evaluation/re-evaluation was conducted/eligibility was completed, including for phased-out students.	II.A.8.a	_____	Census information (SAIS) is accurate
II.A.2.a	_____	Evaluation/information provided by parents including developmental, medical, and functional information was documented.	II.A.10.a	_____	SLI – documents a communication disorder
II.A.2.b	_____	Current classroom-based assessments and performance in the general curriculum.	II.A.10.b	_____	SLD – documents a significant discrepancy between achievement and ability in one of the identified areas or failure to respond to intervention (RTI).
II.A.2.c	_____	Teachers and related service provider observation(s), including pre-referral interventions.	II.A.10.c	_____	SLD – certifies that each team member agrees or disagrees
II.A.2.d	_____	Formal assessments (including state or district-wide assessments).	II.A.10.d	_____	SLD – documents determination of effects of environmental, cultural or economic disadvantage.
II.A.3	_____	Team determined that existing data were sufficient or determined that additional data were needed.	II.A.10.e	_____	MIMR – documents performance on standard measures between two and three standard deviations below the mean.
II.A.4	_____	Obtained informed parental consent or, for re-evaluation only, documented efforts to obtain consent.	II.A.10.f	_____	MOMR – documents performance on standard measures between three and four standard deviations below the mean
II.A.5.a	_____	Student assessed in all areas related to the suspected disability (including academic, behavior, current vision and hearing status) and, for preschool, a CDA (indicate areas that have not been assessed).	II.A.10.g	_____	ED – verification by a psychologist or psychiatrist
II.A.5.b	_____	For initial evaluation, the student was evaluated within 60 calendar days.	II.A.10.h	_____	OHI – verification by a doctor of medicine
II.A.6.a	_____	Performance in educational setting and progress in general curriculum	II.A.10.i	_____	HI – verification by an audiologist
II.A.6.b	_____	Educational needs to access the general curriculum, including assistive technology.	II.A.10.j	_____	HI – documents the language proficiency of the student.
II.A.6.c	_____	For reevaluations, if any additions or modifications to the special education services are needed for the student to progress in the general curriculum.	II.A.10.k	_____	VI – verification by an ophthalmologist
II.A.6.d	_____	The impact of any educational disadvantage.	II.A.10.l	_____	VI – documents the results of an individualized Braille assessment for VI students who are considered to be blind.
II.A.6.e	_____	The impact of EL on progress in general curriculum.	II.A.10.m	_____	OI – verification by a doctor of medicine
II.A.7.a	_____	Team determined the student has a specific category of disability.	II.A.10.n	_____	SMR – documents performance at least four standard deviations below the mean
II.A.7.b	_____	Team determined the student needs special education and related services.			

Student File Form

SF

II.A.10.o	_____	A – documents a developmental disability that significantly affects verbal and nonverbal communication and social interaction	III.A.4.h	_____	Consideration of supplementary aids, services, program adaptations.
II.A.10.p	_____	TBI – verification by a doctor of medicine	III.A.4.i	_____	Consideration of supports for school personnel
II.A.10.q	_____	MD – documents a learning and developmental problem resulting from multiple disabilities	III.A.4.j	_____	Consideration of the need for extended school year. Yes_____ No_____
II.A.10.r	_____	MDSSI – documents multiple disabilities that include at least one of the following VI or HI.	III.A.4.k	_____	Consideration of strategies/supports to address behavior that impedes student’s learning or that of others.
II.A.10.s	_____	PMD - documents at least 1.5 SD and no more than 3.0 SD below the mean in two or more areas;	III.A.4.l	_____	Consideration of individual accommodations in instruction and testing, if appropriate.
II.A.10.t	_____	PSD – documents more than 3.0 SD below the mean in one or more areas	III.A.4.m	_____	Documentation of eligibility for alternate assessment, if appropriate.
II.A.10.u	_____	PSL – documents speech, which out of context, is unintelligible to an unfamiliar listener and/or at least for 1.5 SD below the mean in language.	III.A.5.a	_____	Documentation that student was invited to meeting.
II.A.10.v	_____	PSL – documents through a CDA that the student is not eligible for services under another preschool category.	III.A.5.b	_____	Measurable post-secondary goals
III.A.1	_____	Current IEP (date_____)	III.A.5.c	_____	Documentation that the post-secondary goals were derived from age appropriate assessment(s).
III.A.2	_____	IEP reviewed/revised annually (previous date_____)	III.A.5.d	_____	Documentation of one or more transition services/activities that support post-secondary goal(s)
III.A.3	_____	IEP team meeting included required participants (if “no” indicate missing members).	III.A.5.e	_____	The student’s course of study supports the identified post-secondary goal(s).
III.A.4.a	_____	IEP has PLAAFP (refer to guide steps)	III.A.5.f	_____	By age 17, a statement of rights to transfer at age 18.
III.A.4.b	_____	Measurable annual goals related to PLAAFP.	III.A.5.g	_____	Documentation of a summary of academic achievement and functional performance including recommendations to assist a student who is exiting and is meeting her/his secondary goals
III.A.4.c	_____	For students eligible for alternate assessments only, short term instructional objectives or benchmarks	III.A.6.a	_____	Location of services and adaptations.
III.A.4.d	_____	How student’s progress toward annual goals will be measured.	III.A.6.b	_____	Extent to which student will not participate with non-disabled peers.
III.A.4.e	_____	75% of goals aligned with AZ standards (e.g., Readiness, High Essentials). #_____standard based #_____goals	III.A.6.c	_____	Consideration of communication needs of the student.
III.A.4.f	_____	Special education services to be provided	III.A.6.d	_____	Consideration of assistive technology devices and service needs.
III.A.4.g	_____	Consideration of related services.	III.A.7.a	_____	For EL students, consideration of language needs related to the IEP.

Student File Form

SF

III.A.7.b	_____	For VI students, the need for Braille is considered. Braille instruction is provided for blind students unless 100% team agreement that Braille instruction is not necessary.	V.A.3.a	_____	For PWN, description of action proposed or refused by PEA
III.A.7.c	_____	For HI students, consideration of the child's language and communication needs	V.A.3.b	_____	For PWN, explanation of why the agency proposed or refused to take action
III.A.7.d	_____	Potential harmful effects or drawbacks to the placement.	V.A.3.c	_____	For PWN, description of any options considered and why options were rejected
III.A.8	_____	Current progress report includes progress toward goals.	V.A.3.d	_____	For PWN, description of evaluation procedures, test records used as a basis for the decision
III.A.9	_____	IEP reflects student educational needs	V.A.3.e	_____	For PWN, description of any other relevant factors
IV.A.1	_____	Services being provided as indicated in IEP	V.A.3.f	_____	For PWN, if the notice is not an initial referral for evaluation, a statement of how a copy of procedural safeguards can be obtained.
IV.A.2.a	_____	PEA attended preschool transition meeting	V.A.3.g	_____	For PWN, sources to obtain assistance in understanding notice
IV.A.2.b	_____	Preschool transition plan is maintained	V.A.4.a	_____	Notified parent on the same date the disciplinary decision was made.
IV.A.2.c	_____	AzEIP representative was invited to initial IEP meeting	V.A.4.b	_____	A FBA was conducted or reviewed (when already in place)
IV.A.2.d	_____	FAPE made available on or before child's 3 rd birthday.	V.A.4.c	_____	Behavior interventions were developed and implemented, or reviewed when already in place.
V.A.2.a	_____	Procedural safeguards notice provided to parents within the last 12 months.	V.A.4.d	_____	If a change in placement has occurred, the IEP team conducted a review within 10 school days to determine the relationship between the student's disability and behavior.
V.A.2.b	_____	PWN sent to parents at required times in the last 12 months.	V.A.4.e	_____	If the IEP team determined that behavior was a manifestation of the student's disability, the student was returned to placement from which student was removed, unless parent and PEA agree to change of placement
V.A.2.c	_____	All required notices provided in language that is: 1 the native language of the parent	V.A.4.f	_____	For suspension or IAES, student continued to be provided FAPE, including services and adaptations described in the IEP
V.A.2. d	_____	2. understandable to public. Parents are active participants in all special education decisions.			

COMMENTS: _____
